



Coates Way School Curriculum

Intent, Implementation & Impact

Intent

At Coates Way School, the curriculum is designed to build upon children's prior learning and provide learning experiences that allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is underpinned by our core values of a positivity, inclusion, enrichment, and academic achievement for all

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community and teach the children about how communities outside Watford may live differently to them, at the same time aiming to foster tolerance and understanding of difference.

The ability to learn is supported by the teaching of skills, knowledge, concepts and values with a vision to prepare our pupils for life beyond school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative, and enquiring time in their lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our core values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We strive to make sure that children leave Coates Way School with a sense of belonging and the belief that anything is possible and that they can achieve anything in life.

Implementation

Our curriculum follows 'The National Curriculum' other resources we have used to help us develop the curriculum have been referred to in the references section of each individual subject area

EYFS

At Coates Way School, we follow and implement the Statutory framework for the early years foundation stage. We use this document to guide us in ensuring that we cover a range of skills across the seven areas of learning and development. We seek to provide a broad curriculum with a mixture of adult-led and child-initiated activities using a range of practical and real-life experiences. Our themes and topics are influenced

by the children and reflect a variety of knowledge and cultures. The environment plays an important role in the children's learning, and we ensure it is enhanced regularly so that it can stimulate the interests of our pupils whilst also engaging them to provide opportunities for developing new skills.

The core of our EYFS approach when implementing the curriculum is having knowledge of our pupils. We pride ourselves in knowing our children extremely well, we focus on building a holistic view of children's learning through quality interactions, assessment, observation, and parental engagement.

Observations are a key part of our continuous ongoing assessment, which allows us to have a clear understanding of what the children know and what they can do. We are then able to set relevant and appropriate targets, which are under constant review, to ensure they are achievable with the right amount of challenge. Using the three characteristics of effective learning and development, we reflect on each child's abilities and attitudes to learning. We use the information gathered to inform our planning to ensure that our curriculum meets the needs of every pupil.

References:

Department for Education (2021) Statutory framework for the early years foundation stage.

Department for Education (2021) Development Matters. Non-statutory curriculum guidance for the early years foundation stage.

Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage.

Art & Design

At Coates Way School, we aim to teach Art and Design in a fun, creative, imaginative and engaging way. We will ensure that children are inspired and challenged throughout each topic, using a range of media and tools that will support their learning and progression throughout each key stage. Each child will experience drawing, painting, printmaking, collage, textiles and 3D art and skills will be developed as they progress through the school. Opportunities will be provided to develop a deeper understanding by exploring the work of various artists, craftsmen and designers and their impact on culture and history. These enriching experiences will enable the children to have the confidence to develop their visual and tactile sensitivity and powers of observation. Using the skills and knowledge they have been taught, they will develop an awareness of colour, form and space in the environment and will learn to think, express and communicate through visual and tactile means.

References:

Twinkl Skills Passport and Progression Map for Art and design.

Computing

At Coates Way School, computing is taught using a blocked curriculum approach. This ensures that children can develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use the Purple Mash Computing programme of study for the planning of their computing lessons. This is a cross-curricular scheme of work, so these lessons are often richly linked to engaging contexts in other subjects and topics, providing coverage across the national curriculum. Knowledge and skills are mapped across each topic and year group to ensure systematic progression.

Children have access to resources such as laptops and iPad, and software that they need to develop knowledge and skills of digital systems and their applications.

In Key Stage 1, children are taught to use equipment and software confidently and purposefully, to communicate and handle information and to support their problem-solving, recording and expressive skills. I

In Key Stage 2, our children extend their use of computing that they use for communication, investigation and programming and work to understand how to communicate safely. Our planned curriculum for digital literacy, which includes online safety, is broad in covering a range of issues, including understanding current issues such as digital communication, cyberbullying, and security.

References:

- Purple Mash

Design & Technology

At Coates Way School, we teach Design and Technology in practical and engaging lessons that develop the children's problem-solving skills and creativity. We ensure that all aspects of the National Curriculum are covered whilst allowing for flexibility to adapt to children's interests. Each project works through the following three stages:

Designing

The children are encouraged to evaluate existing products and develop designs reflecting the purpose of the product and the needs of the user using a range of methods such as sketches, prototypes and computer modelling.

Making

The children learn a range of practical skills to allow them to measure, cut, join and shape with increasing accuracy and success. Materials are selected for a particular purpose and the children are encouraged to consider aesthetics.

Evaluating

In addition to evaluating existing products in the designing stage, the children learn to evaluate their own designs and final products as they create; making improvements and adjustments as needed with the purpose and user in mind.

The children will also consider key people and events that have influenced the development of the materials and techniques used within their projects. During D&T

lessons, many cross-curricular links are observed. Maths links are easy to come across during any D&T lesson; through measuring materials and also ingredients in cooking. Science knowledge is practiced when children are creating products that contain electrical components and computing is used for some designing and control elements.

References:

Projects on a Page – DT Association, Twinkl Skills Passport and Progression Map for D&T.

English

Phonics

At Coates Way we implement FFT Success for All Phonics which provides 68 fully decodable reading books (Shared Readers), daily phonics and reading lesson plans, assessment tools, picture cards, mnemonics for letter formation and all other teaching resources needed to support the effective teaching of phonics from EYFS to the end of Year 1. The programme is designed for daily use from the beginning of Reception, enabling children to make a smooth transition from Reception to Key Stage 1. The daily lesson plans cover all the main Grapheme–Phoneme Correspondences (GPCs) and Common Exception Words (CEWs) to provide children with the phonic knowledge and skills required for success in the Year 1 Phonics Screening Check.

We also use FFT Success for All Phonics to teach children who are new to English or are learning phonics for the first time and we implement the phonics programme alongside FFT's reading tutoring programme (Tutoring with the Lightning Squad) which can be used by schools to provide catch-up support for children where necessary and the Reading Assessment Programme (RAP) which we use as an effective diagnostic tool. The programmes are fully aligned to the revised Early Years Foundation Stage curriculum and National Curriculum programmes of study for reading in Key Stage 1.

Our aim is for children to become fluent, confident readers by the end of Key Stage 1.

Reading

At Coates Way School, we use the reading scheme 'Vipers' children to a wide range of high-quality fiction, non-fiction and poetry through our literacy teaching and reading lessons. Reading fluency is taught through the use of punctuation, expression and intonation.

EYFS

On entry to school, children begin regular phonics lessons where they have a variety of practical experiences to promote their early reading skills. As soon as children

learn to blend, they start on the reading scheme, where books are phonetically decodable and linked to each phonic phase.

Books are chosen with adult support from the reading. Children are listened to read weekly in school once they start to blend. Parents are encouraged to read with their child each day and record this in their reading record. Children are encouraged to decode unknown words using their phonological knowledge. Unknown words, along with challenging vocabulary, are discussed and explored with an adult. Comprehension skills are developed through discussion and questioning.

The curriculum is enriched with high quality texts, which are used to develop the children's understanding in all areas of learning. Reading is promoted through the regular sharing of books both at home and school. Children have access to a wide range of stories and non-fiction texts in all of our EYFS classrooms.

We understand that reading is important, and that parents and carers have a vital role to play in helping children to enjoy and gain success in reading. Reading and sharing stories at home is one of the most important ways that parents can help their child to succeed. We encourage all parents to take the time to hear their children read and talk about the books with them. By showing children that reading is both important and enjoyable at home, this has a positive impact on the attitudes and beliefs and will instil in children the love of reading. We work in partnership with parents, using workshops as a way to share strategies to support with reading at home.

All children in Reception and KS1 take home a decodable book, a book their parents read to them and a library book. All decodable books are link to the phonic stage the children are on.

KS1

In KS1, children continue reading 1:1 with an adult in school and at home. Small Guided Reading groups are introduced, and the children read texts that are pitched at a level, which will provide challenge. Guided Reading takes place within the structure of paired shared reading. When not reading with an adult, children are offered a range of meaningful activities to complete. These include comprehension tasks, vocabulary building opportunities, phonics games, and accessing a range of fiction and non-fiction books. Children will respond to the text (e.g., exploring their favourite characters and settings), and links will be made to their own experiences.

We specifically target children ~~PPG~~ working significantly below ARE to read with an adult several times a week to ensure progress. In addition, we focus on children in receipt of Pupil Premium for this extra support to ensure they make good progress regardless of their starting points.

In Year 2, in the second half of the summer term, the children are introduced to Whole Class Reading (VIPERS) to support the transition into KS2.

KS2

In KS2, Whole Class Reading happens daily in each year group. Explicit teaching of reading skills takes place as part of whole class reading and also through literacy teaching sequence.

We teach the following key reading domains (VIPERS):

- Vocabulary (and grammar – linguistic knowledge)
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising and Sequencing

As children move through school, the complexity of texts increases the level of challenge. Vocabulary is developed in a wide variety of ways including the following: a range of genres, a variety of authors with varying styles and structures, specific vocabulary teaching, application of new and adventurous vocabulary across different lessons, vocabulary in context and through vocabulary tasks as part of each whole class session.

It is recognised that reading comprehension relies heavily on knowledge and experiences of the world. Our broad curriculum aids reading comprehension by ensuring that children gain the knowledge of the world in which they live and that they bring such knowledge to their reading. Understanding context within a text is crucial. Through discussion of the text, we explore cultural and literal allusion.

Our aim is to produce fluent and confident readers, who, when they leave at the end of Y6 to transition to secondary school, can access a range of texts for pleasure and enjoyment. They will also be equipped with reading skills to unlock learning and all areas of the curriculum.

At Coates Way School, we strive to raise the profile of the reading culture. Special reading events are celebrated in school and during Book Week, children are engaged in a host of reading activities. We also hold a Scholastic Book Fair where books are promoted, and children are encouraged to buy books to read at home.

All classes are exposed to a daily class reader, for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary, authors and genres. Each classroom is also home to a wealth of both fiction and non-fiction books for children to experience. There are also books displayed within class, which link to class topics to encourage children to read information and engage in subjects they are learning about. Book corners, reading areas are being developed across KS1 and KS2 to promote reading for pleasure.

Speaking & Listening

Our whole school approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions. We recognise that sharing, exploring and explaining concepts with peers enhances learning.

All staff model the use of higher-level vocabulary and the correct use of grammar within their speech. Children are encouraged to reflect this in their use of spoken

language and they are given the opportunity to orally rehearse ideas for writing on a regular basis.

Speaking frames to structure talk in Maths are used within all year groups so that children feel confident when talking about their learning. Expanding children's vocabulary is a key focus from EYFS until our children leave at the end of Year 6.

Subject specific vocabulary is embedded across the curriculum through teacher modelling in context. Pre-teaching of vocabulary 1:1 or in small groups is an additional way in which new vocabulary is introduced to children ahead of the learning in class. Contextual learning helps children to understand new words and supports them in understanding how they can be effectively and accurately used in their written work.

Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to practise and embed new vocabulary in shared activities. Each class learns and presents an assembly, which is themed to their learning, to parents every year.

Children in EYFS perform a nativity play each Christmas; Years 1, 2 and 3 take part in a Harvest Festival; Years 4, 5 and 6 perform in a Christmas carol concert; and Year 6 perform an end of school summer production.

Writing

At Coates Way School, we aim to create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.

The implementation of 'Talk for Writing' ensures that there is a systematic and consistent approach to teaching the skills of writing across EYFS and KS1. In KS2, the children continue to learn from the 'Talk for Writing' approach through non-fiction writing, whilst applying all of the skills and techniques gained previously in their fiction writing. This ensures that the children know what to expect when they move up to the next year group.

In order to assess writing, hot and cold tasks are used at the start and the end of units of writing. These allow teachers to assess the skills which their children will need to be specifically taught. This also allows the opportunity to track back to objectives from previous years, specifically grammar and text type skills, and then embed them into the teaching sequence.

Interventions on specific areas of focus will be carried out by the class teacher or teaching assistant. Teachers assess writing and moderate with other year groups.

Vocabulary building is an integral part of Literacy teaching and we use varying strategies to support the teaching of new and adventurous vocabulary. All year groups have access to a wide range of texts in the classroom. Quality texts are used to reading and we have invested in further books to enrich the teaching of Whole Class Reading KS2 and Guided Reading in KS1.

Writing is displayed to encourage pride in work and give children an audience and purpose to work towards. The introduction of EPOW (Every Piece of Writing) has been introduced to encourage careful presentation and the EPOW statements are decided by each class so that children are clear about the expectations.

We follow the National Curriculum spelling programme of study and use a range of resources and strategies to support this, including Spell to Excel and Twinkl. The children learn spellings each week as part of their Home Learning.

References:

- Talk for Writing – Pie Corbett
- FFT
- Vipers

Geography

At Coates Way School, Geography is taught using an enquiry approach, which promotes engagement and interest, and enables children to develop their investigative skills. Children are provided with opportunities to explore photos, videos, maps and various sources of data to build up a picture of an area or locality and understand this within a global context, as well as comparing and contrasting localities with one another. Concepts are explored in depth, immersing children in Geography, and many of these are revisited aiding retention and promoting progression. Throughout each unit of work, appropriate and specialised geographical vocabulary is introduced and extended as children progress through the school. Children are encouraged to discuss and consider relationships between humans and their environments at a variety of different scales. By the end of Key Stage 2, pupils will have a broad knowledge of the world and a more detailed knowledge of various regions within it. They will be prepared to become a responsible and active global citizen.

References: BBC Bitesize

History

At Coates Way School, History is taught in half-termly enquiry-based blocks which carefully consider both depth and progression. Key skills are built upon each year within the context of a different period of time in history. Children are encouraged to draw comparisons and make connections between periods of history and the present day. By the end of Key Stage 2, pupils have developed a chronological understanding of British history which is interspersed with significant periods in world history, including ancient civilisations. Timelines are used by teachers and children alike to support this throughout each unit of work. Pupils explore and investigate various sources of information as well as artefacts during their historical enquiries. They are encouraged to ask and answer questions about these, provoking curiosity and critical thinking. Trips and visits aim to enhance the learning experience for children. The local area is utilised where possible, increasing the relevance of historical study.

References:

- BBC Bitesize

Maths

Mathematics is vital for the life opportunities of our children. Our aim is for all children to gain positive experiences of mathematics and for every child to believe they “can do” maths. We want every child to experience a sense of awe and wonder as they solve a problem for the first time, discover different solutions and make links between different concepts.

The National Curriculum is delivered using White Rose Maths and Herts for Learning assessment. Coverage is ensured by implementing the White Rose scheme of works. The termly overviews identify the objectives for each learning sequence, which are derived directly from the National Curriculum. The objectives in each sequence are broken down into a series of carefully planned learning steps.

The implementation of White Rose Maths ensures that there is a systematic and consistent approach to teaching maths across KS1 and KS2, EYFS are moving towards the use of White Rose Maths. This also ensures that children know what to expect when they move up to the next year group and to support teachers with the planning for progression.

Each lesson demonstrates the following features where possible:

- A mental oral starter
- A date and learning objective and, where possible, a context to the lesson. Where does this fit in with previous learning? How does it relate to maths outside the classroom?
- Modelling of the skill. Different representations, procedures and written methods shown (using concrete, pictorial and the abstract where necessary)
- Application through fluency with differentiation in task (entering, developing and securing) Mastery - NCETM
- Application through problem solving and reasoning
- Reflections and check points throughout the lesson

Teachers plan using White Rose, HFL, Twinkl and independent resources making sure prior learning, support and adaptations are identified to ensure it meets the needs of all children. Concrete, Pictorial and Abstract methods (CPA approach) will be used to enhance teaching and learning. This will help children deepen their understanding of the concepts being taught and enhance their learning experience.

Formative assessment involving conferencing, questioning, in the moment marking, observations and challenges will be used in every lesson. Teachers use White Rose, NFER the Herts diagnostic assessments, termly to help them to identify next steps both for individuals and for whole classes.

Monitoring maths will be monitored via book scrutinises, feedback, learning walks, observations, pupil voice and pupil progress meetings where progress and attainment will be discussed, and next steps put into place.

Interventions on specific areas of focus will be carried out by the class teacher or teaching assistant. Our intervention teacher is trained in Breaking Barriers. Where possible we use pre teaching to support the children in learning they may encounter.

Staff are given training depending on their needs and work closely with the maths subject leader.

References:

- White Rose Maths

- Herts for Learning 'Maths Essentials'
- Twinkl
- NCETM
- Breaking Barriers

MFL - French

At Coates Way School, French is taught at Key Stage 2. There are half-termly topics and children receive an hour-long lesson each week. Our approach during these lessons is guided by the National Curriculum, which emphasises the importance of grammar acquisition, and how oral and written patterns in language provide the building blocks for independent communication.

We use games, songs, puppet work, stories, drama and dialogue or group work during lessons to build confidence in speaking, as well as to make lessons enjoyable and active. This is reinforced by reading and writing activities, where phonetic differences between the French and English written language are explored. Sentence building activities are used in order to teach syntactical patterns that can be adapted to produce new units of meaning.

As children progress to upper Key Stage 2, grammar is taught in a more systematic fashion: pronouns, different conjugations and verb tenses, conjunctions and prepositions are all identified and used to create independent oral and written utterance and text.

We aim to increase the children's knowledge of everyday life in France, and its culture, using authentic French resources such as menus and posters wherever possible.

At all stages, the children are encouraged to acquire new vocabulary in a way that requires their active involvement. Children learn how to identify cognates and near cognates and consider the importance of context for meaning – including text type, semantic field and relation to lived experience. We also learn how to use bi-lingual dictionaries and glossaries. In Year 5 and 6, the children work with a range of ambitious, authentic French texts and explore how to use transferable linguistic skills in their translation and comprehension work.

References:

- Language Angels

Music

Music at Coates Way School is taught by specialist teachers (guitar and clarinet) and is embedded into general school life and implemented throughout all year groups. From EYFS to Y6 pupils are given dedicated music lessons, tailored to capture the specific age-related skills in a fun and exciting way. At Coates Way School, we offer every child the opportunity to learn an instrument and we actively encourage pupils

to carry on learning their instrument beyond the class teaching and ensure that all pupils who want to continue are given the opportunity to do so.

Our class music lessons have been designed to often complement the wider curriculum and themes linking to class topics often form the stimulus for lessons. There is clear progression through the year groups and the skills which children develop and acquire are built on, year on year. Music is practical and creative, and as such, we have ensured that our pupils have access to a wide range of instruments and are given regular opportunities to perform, developing their interpersonal skills through group work, building resilience, encouraging creativity and getting pupils to engage as critical thinkers. Weekly singing assemblies and additional music clubs are offered to further enrich the musical offering at Coates Way School.

References:

Music Scheme- Charanga

PE

At Coates Way School, the principal aims of Physical Education are to encourage and promote physical activity within the children. We aim to focus attention on the importance of exercise for a healthy lifestyle and the enjoyment it can evoke through participation. Children participate each day in the mile a day for 15 minutes. Team games teach the children essential social skills such as fair play, co-operation and communication, as well as encouraging positive attitudes.

All children have two hours of PE a week; with either their class teacher and or a specialist sports coach. These lessons focus on particular games or skills including swimming, gymnastics, dance, invasion games such as hockey, striking games such as cricket and net games such as tennis. The PE curriculum is planned to ensure that children are able to learn the key skills for each of these elements of PE during their time at school. The children's achievements in PE are celebrated in a whole school Sports Day, celebration assemblies and on our sports board.

Children in Year 3,4 5 and 6 swim for either one or two terms a year.

Extra-curricular sport

Sport is very important to us here at Coates Way School. Children represent the school in local netball and football leagues, cricket competitions, athletic meetings and a host of other sports. Sport promotes teamwork, a sense of fair play and a feeling of pride in one's school and we encourage as many children as possible to take part in extra-curricular sporting activity.

References:

Game On

PSHE

At Coates Way School, we value highly the role of PSHE within our school curriculum. Lessons are taught weekly through 'Jigsaw', a whole school approach to personal, social, health and well-being education. The programme teaches children emotional literacy, social and lifelong skills, RSE (Relationships and Sex Education) and resilience in an age-appropriate manner.

As well as our weekly discrete 'Jigsaw' lessons, other planned and incidental opportunities help to equip the children with the skill and ability to develop into confident, well-rounded individuals, who are able to flourish in our modern society. The 'Jigsaw' programme promotes a mindful approach with regular opportunities for thought and reflection in a safe forum for open discussion. Being fully and consistently implemented from Nursery to Year 6, our programme facilitates a spiral curriculum where skills and understanding can be built upon and consolidated as the children mature.

There are six puzzles within the Jigsaw programme for children to work through sequentially across the year. Every class works on the same 'puzzle' together.

The six puzzles are:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each class follow the 'Jigsaw' charter where ground rules are established to promote a safe, respectful environment for the children to be able to contribute openly. The 'Jigsaw Circle', incorporated in many of the lessons, is a shared time for the class to come together where adults and children can share their ideas, thoughts and feelings.

References:

- Jigsaw Curriculum package

RE

At Coates Way School, Religious Education is taught in line with the Hertfordshire agreed syllabus. It aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses.

We use a range of artefacts and resources to offer multi-sensory learning. We make use of video clips and organise class trips to support children in their understanding. Our overall aim is for pupils at Coates Way School to leave our school with a religious education that promotes discernment and enables pupils to combat prejudice, preparing them to engage in life in an increasingly diverse society.

The 8 key areas of learning embedded across the curriculum and visited at each key stage are:

- Belief and practices
- Sources of wisdom
- Symbols and actions
- Prayer, worship and reflection
- Identity and belonging
- Ultimate questions
- Human responsibility and values
- Justice and fairness

EYFS: Religious Education is delivered flexibly, in line with the EYFS statutory requirements. Children encounter Christianity as well as religions and beliefs represented in our local community.

Key Stage 1: Approximately 10 hours of Religious Education is delivered per term. Children encounter Christianity and one other religion.

Key Stage 2: Approximately 13 hours of Religious Education is delivered per term. Children encounter a minimum of 4 religions, with all 6 principal religions (Christianity, Buddhism, Hinduism, Judaism, Islam and Sikhism) introduced by the end of Key Stage 2.

References:

Hertfordshire Agreed Syllabus of Religious Education 2017- 2022

Science

At Coates Way School we aim to develop a love of science in our children. We develop key skills and understanding through our use of the Herts for Learning teaching resources and Hamilton Trust, in which the working scientifically skills are embedded. This can be supplemented by other resources such as Science Bug and Explorify. As children progress through the school, themes are revisited, allowing subject knowledge to be consolidated and built upon. Teacher's careful monitoring at the start of a new unit allows pupils to begin their journey at the place that is right for them.

We balance theory with a hands-on, practical approach where possible, as we understand this is how children learn best. We allow children to build upon their experiences and in doing so, gain a more concrete knowledge and understanding of the world in which we live.

In EYFS, science is taught using a cross curricular, topic approach. In KS1 and KS2, science is taught discretely through a weekly lesson. Where possible, meaningful links across the curriculum are made.

References:

- Herts Science Planning
- Hamilton Trust

Impact

Through the curriculum at Coates Way School we strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential. We measure this carefully using a range of materials, but always considering age related expectations. We intend that the impact is that children will be academically and physically prepared for life in their next school stage, in Modern Britain and the wider world. Ultimately, helping every child to flourish.

We want our children to become rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. From this they will develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours, we see each and every day in all learners on the playground, in corridors, and in the many roles we give them.

Children are assessed during every lesson, which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback, which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

Staff at Coates Way School use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed termly and progress is measured against end of year outcomes for individual pupils and for the year group.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

Pupil achievement data.
Attendance rates.
Behaviour
Extra Curriculum registers
Pupil Voice
Parent questionnaires
Lesson observations
Learning walks